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ABSTRACT

This appendix presents procedures used in conducting a study of career education implementation and outcomes in six diverse school districts located throughout the country. Procedures are presented in three categories: assembling of data from earlier studies, collecting new data, and analyzing both old and new data. Procedures are described for the development of teacher, principal, and specialist questionnaires covering the following: teacher characteristics and background, career education goals and objectives, training related to implementation, materials development, adaptation, and use, career education support activities, student characteristics, and attitudes toward career education and curriculum change. Copies of the questionnaires are included. (Background of the study and its objectives and findings are presented in the main body of the report--CE 014 398. Individual case studies of each of the six school districts are in a second appendix--CE 014 400.) (JT)

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SRI International

A STUDY OF CAREER EDUCATION IN SIX SCHOOL DISTRICTS

Appendix A — Procedures

October 1977

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CE 014 399

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ABSTRACT

Career Education (CE) was conceived as a means of bringing work and education closer together. The concept is substantially broader than that of vocational education, which has most often concerned itself with imparting skills for a limited number of occupations. Career Education is meant to be a component of lifelong learning, preparing the learner for a varied succession of jobs and also for the enjoyable use of leisure time.

The processes and outcomes of the implementation of Career Education programs during 1974-75 in six diverse school districts located throughout the country were examined during this study by SRI International. The districts had been chosen originally to participate in the development of the federally sponsored Comprehensive Career Education Model (CCEM). The planning process, however, was not limited or restricted to use of the CCEM curriculum units that had been developed and, in fact, only limited use was made of them in most cases.

This study was designed to use both formal questionnaires and case study methods in gathering information, because site visits indicated that the districts and the CE programs to be implemented were quite diverse. The case studies make use of statistical, interview, and documentary data in describing and analyzing the implementation programs.

The study indicates strong acceptance of CE goals among the education personnel in the six school districts and a willingness to incorporate the concepts into their programs. There is little evidence that CE is seen as a driving idea that will solve a substantial part of education's problems. CE is seen as useful and perhaps necessary, but only one of a variety of reforms that should be undertaken, and probably not the most important one. Career Education is not perceived as a radical reform, and it fits comfortably into elementary curricula. At the secondary level, it is difficult to distinguish CE from vocational education. Cross district analyses indicate no substantial relationships bearing on CE implementation with respect to either teacher or student characteristics. There was little community involvement in planning and none in direction of the program.

Tailoring Career Education to local needs is the strongest single influence on classroom practice, with the outsider role limited to providing materials and other support to be used appropriately by district personnel. If there is a federal desire to establish uniformity in the programs it supports, it will be necessary to develop precise definitions and monitor expenditures so that innovation integrity is maintained.

The following is a set of relationships that enhance the chance for successful Career Education implementation:

- Training and involvement between the user, adopter, and developer groups.
- Explicit perception by the user group of its goals and its new role.
- Favorable attitudes toward change by the user and adopter groups.
- Favorable attitudes toward innovation by the user and adopter groups.
- Innovation with simple and defined characteristics.
- Compatible characteristics of the students and the innovation.
- Accessible and extensive innovation materials.
- Community support of innovation.
- Appropriate background and experience of the user group with the innovation.

Implementation of Career Education is a complex process, and the settings in which it takes place vary greatly. For those reasons, clear cut relationships among CE implementation factors and CE implementation success are difficult to establish.

This report is supplemented by two appendices (Appendix A--Procedures and Appendix B--Case Studies) which are printed as two separate volumes.

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Appendix A

PROCEDURES

The procedures used in conducting this study can be divided into three categories: assembling data from earlier CCEM studies, collecting new data, and analyzing both old and new data. This chapter describes briefly the procedures used in each category of activity.

Assembling Data from Studies Conducted Before 1974-75

The CCEM project had been examined and documented thoroughly from various points of view before this study was undertaken. Fortunately, the history of career education in each of the six LEAs had been recounted, the procedures they used in planning implementation activities for 1974-75 had been recorded, and the actual implementation plans themselves had been carefully documented. All of the available information was assembled and examined as a part of this study. The sources and contents of the following four sets of documents are described below:

- PSE Evaluation Reports
- LEA Case Studies
- Consultant Case Studies
- LEA Implementation Plan.

PSE Evaluation Reports

While serving as third-party external evaluator for CCEM from the fall of 1971 through the summer of 1973, first under contract to Center for Vocational and Technical Education (CVTE) and later under contract to NIE, PSE produced an elaborate set of reports. In addition to monthly, quarterly, semiannual, and final reports, they included special reports (sometimes oral and sometimes written) issued on special occasions to deal with special problems.

LEA Case Studies

NIE commissioned each of the six LEAs to write a case study of its own experience in career education before and during CCEM and to explain how that experience lead it to propose its implementation plan for 1974-75.

Writing to a common outline, the LEAs opened with a demographic profile of their communities and school systems, recounted their experiences in career education prior to the summer of 1971 when they were selected for CCEM, told how they had fared during CCEM, and presented the rationale for, as well as the events leading up to, their submission of a 1974-75 implementation plan.

These case descriptions had the great advantage of the detailed knowledge and pattern of interpersonal influence known only to LEA personnel. What they may have lacked in broader perspective they more than made up in local color. They also provided a useful description of the circumstances underlying the specifics of their implementation plans.

Consultant Case Studies

NIE commissioned six individuals--one for each LEA--to observe the implementation planning processes used in the LEAs during 1973-74. The case studies were intended to explicate the planning processes used by the LEAs, to examine how they might be related to the institutional context out of which they came, to predict to what degree the plan would be executed during 1974-75, if at all, and to advise NIE on good strategies to follow in funding other LEA planning.

The consultant case studies had the great advantage of detachment and disinterest, along with the unusually broad and diverse perspectives of the six consultants.

LEA Implementation Plans

The product of the $50,000 planning grants awarded to each of the six LEAs was to be a full-scale career education implementation plan for 1974-75. These documents were to project a formal schedule of activities for the LEAs and to indicate how the activities would be staffed and financed, inasmuch as NIE itself would not be funding the actual execution of the plans during 1974-75. The plans were to be detailed enough to serve as monitoring guides for SRI/PSE in conducting the current study during 1974-75.

The final plans submitted to NIE differed enormously in format and in substantive content. Nevertheless, each one was sufficiently revealing not only of what the LEAs had planned for 1974-75 but also of the circumstances that had lead them to project so much--or so little--activity for the coming year. They provided SRI/PSE excellent guides for monitoring LEA activities and excellent yardsticks for measuring LEA accomplishments.

Collecting Data During 1974-75

Observing and recording LEA implementation activity throughout 1974-75 required SRI/PSE to decide what data to collect from which sources,

to develop suitable instruments for collecting it, and to administer those instruments. The methods used are explained below.

SRI/PSE derived the list of data to be collected during 1974-75 from the following four sources:

- District records
- Studies conducted before 1974-75
- Other Career Education studies
- Initial 1974-75 SRI/PSE visits to LEAs.

The contribution each of these made to the final list of data to be collected merits a brief explanation.

District Records

Data were required on the demographic characteristics of the Community surrounding each LEA and the schools administered by it, political/social/psychological conditions and trends in the community/school environment, the administrative placement and the administrative support climate for career education, and the nature of career education as an innovation.

Studies Conducted Before 1974-75

We then turned to the earlier CCEM studies described above: PSE evaluation reports, LEA case studies, consultants' case studies, and LEA implementation plans. SRI/PSE drew from the evaluation reports and case studies a list of data that earlier observers of CCEM considered worth gathering and recording. The list overlapped and supplemented the initial list generated from the district records. One supplementary element, for example, was the history of Career Education in the LEA prior to CCEM.

A close examination of the implementation plan for each LEA proved even more fruitful in suggesting data elements. The entire set of specific implementation activities scheduled for use during 1974-75 in each LEA were drawn from the plans. They included procedures, such as the use of mandates and incentives for professional staff to participate in career education, and the areas of activity, such as staff development and community involvement in which the procedures were to be used. Some implementation activities were unique to a single LEA, and others appeared in several LEAs.

Other Career Education Studies

Previous studies of career education--some conducted by SRI, some by PSE, and some by other organizations--were examined for further leads as to desirable data. Several new ideas emerged. One was the distinction between professional staff attitudes toward career education and professional staff activities in career education--a useful distinction, inasmuch as favorable attitudes may not be expressed in the form of classroom activities because of local constraints beyond the control of the professional staff.

Initial 1974-75 Visits to LEAs

SRI/PSE began the field work for the study by making a round of site visits to the six LEAs. During those visits, the local project staff was asked to compare and contrast the implementation plan filed with NIE with their actual plans as of the date of the site visit. In most cases, there had been some shrinkage since the filing of the formal plan. Taking such shrinkage into account meant eliminating certain data elements for some LEAs and rescheduling collecting times for others. For example, on the occasion of the first site visit, the Career Education staff in one district was still uncertain as to the size of the Career Education budget and, thus, the size of the Career Education program for 1974-75. SRI/PSE responded by delaying the data collection plan for that district, pending the outcome of the local budget crises.

Final List of Sources of Data

The result of these procedures was the data list on the following page. It was used as the specifications for gathering data to write a comprehensive new case study for each of the six LEAs.

Once the data list was complete, SRI/PSE turned to the question of sources. What documents and what people would be best able to provide the information? The answer was generated in the form of the following summary table:

Data	Source
LEA background before 1974-75	CCEM studies before 1974-75 and project staff
Implementation planning for 1974-75	CCEM studies before 1974-75 and project staff
Project characteristics during 1974-75	Project staff
Implementation activities	Project staff and other staff
Outcomes	Project staff and other staff

Developing Instruments

SRI/PSE developed five instruments for collecting the required 1974-75 data. Those instruments are listed below:

- Site Visit Interview Forms
- School District Characteristics Questionnaire
- Career Education Questionnaire for Principals
- Career Education Questionnaire for Specialists
- Career Education Questionnaire for Teachers.

The way in which the five instruments were used to collect data from various sources is displayed in the following table. As indicated there, some instruments were used on more than one occasion with more than one population to gather more than one kind of data.

Data	Source	Instrument
LEA background before 1974-75	CCEM studies before 1974-75	No instrument
	Project staff	Site Visit Interview Forms
		School District Characteristics Questionnaire
Implementation planning for 1974-75	CCEM studies before 1974-75	No instrument
	Project staff	Site Visit Interview Forms
Project characteristics during 1974-75	Project staff	Site Visit Interview Forms
		Career Education Questionnaire for Principals
		Career Education Questionnaire for Specialists
		Career Education Questionnaire for Teachers
Implementation activities	Project staff and other staff	Site Visit Interview Forms
		Career Education Questionnaire for Principals
		Career Education Questionnaire for Specialists
		Career Education Questionnaire for Teachers

Data	Source	Instrument
Outcomes	Project staff and other staff	Site Visit Interview Forms
		Career Education Questionnaire for Principals
		Career Education Questionnaire for Specialists
		Career Education Questionnaire for Teachers

Schedule for Collecting Data

The table below shows the method and time of administration for each of the five instruments used by SRI/PSE in carrying out the study:

Instrument	Method	Time
Site Visit Interview Forms	Site visit interviews	September, 1974 February-March, 1975 June, 1975
School District Characteristics Questionnaire	Mail plus site visit review	1974-75
Career Education Questionnaire for Principals	Mail	February-May, 1975
Career Education Questionnaire for Specialists	Mail	February-May, 1975
Career Education Questionnaire for Teachers	Mail	February-May, 1975

Data Categories, Collection, and Analysis

Data Categories

The planned programs to be implemented differed in a variety of ways. There were no requirements as to program contents, scope, or implementation schedule. The substantial differences in programs made for some difficulty in devising implementation data gathering instruments and procedures that could be used at all sites to obtain comparable data. In examining the plans, however, it was found that each district had planned implementation activities that could be covered by a common system of information categories for all districts. Included in this system of categories were goals and objectives, training, materials development and adaptation, dissemination, and implementation support. All plans called for activities in each of those areas. In addition, for descriptive,

explanatory, and interpretive purposes, it was desired to gather data on characteristics of program participants including teachers, principals, specialists, and students, and to obtain some measures of attitudes toward Career Education and curriculum change in general.

The kinds of data discussed above were to be obtained for the 1974-75 school year. Study of the implementation process required also, however, that information as to what had occurred prior to September 1974 be obtained from a variety of sources as noted above. Although the implementation plans were a prime basis for planning data collection, we felt that our data collection plans had to be based on actual implementation rather than planned implementation, and that it was necessary, therefore, that we determine any ways in which plans and practice might differ.

Information as to the plans was based on visits to the six districts and on documentary materials received from them. Emphasis was on planned activities that appeared to grow out of efforts undertaken under the planning grant from NIE. It should be noted, however, that because all of the districts had Career Education Activities operating prior to the inception of the planning grant, it is difficult to distinguish those programs resulting directly from the planning grant from those that might have been undertaken in any case. In this regard we tried, during our visits, to find out from planning team members how the money was used and what they thought would result from the planning grant. Descriptions of each plan for each site are presented in a later section.

The three categories of district personnel most likely to be involved in and to feel the effects of the implementation process during 1974-75 were teachers, principals, and specialists based both in the schools and in the central office. Implementation success is defined by teacher incorporation of Career Education in classroom programs. Principals would usually have roles in facilitating the process or possibly in impeding it. Curriculum and instruction specialists and guidance personnel might also be expected to contribute to implementation. It is from these individuals, therefore, that we expected to get the most detailed and precise information about programs as they were implemented in the 1974-75 school year.

The teacher questionnaire was developed first. Information areas to be covered were those relevant to implementation either in a descriptive sense of specifying what implementation activities took place, as indicators of outcomes, or as intervening explanatory and interpretive variables. The areas covered were as follows:

- Teacher characteristics and background
- Career Education goals and objectives
- Training related to implementation
- Materials development, adaptation, and use
- Career Education support activities

- Student characteristics
- Attitudes toward Career Education and curriculum change.

The content and format of specific questions were based on our knowledge of CE both in the districts and in general, on implementation process variables growing out of our previous work and that of others in innovation and change, and on the implementation plans and case studies prepared for each district. A copy of the questionnaire is included at the end of this appendix.

Principal and specialist questionnaires are very similar to those for teachers, with some identical questions and others modified to fit the roles of the respondents. Those questionnaires appear at the end of this appendix.

Data Collection

Teacher questionnaires were administered in four of the six districts. In three of those, administrations were divided into two time periods, separated by about two months for administrative convenience. For each administration, random samples of teachers who might have had an opportunity to adopt all or some part of the CE program in their classrooms were chosen. In the case of the fourth site, only one administration was carried out, but the process was otherwise identical. A total of 2061 questionnaires were administered and 1491 returned. Questionnaires were distributed through the districts' internal mail in every case. Each questionnaire had with it a return envelope addressed to SRI so that returns could be made directly to us without further processing by the district.

In one district, implementation consisted of a number of activities that impinged only peripherally on the classroom or on only a few classrooms in pilot fashion, so that little teacher involvement could be expected. For that reason no teacher questionnaires were distributed. In another, the program was piloted in a few schools, and the administration felt that the questionnaires were not appropriate, so teacher data were gathered exclusively by interview.

Principal questionnaires were administered in five districts, including the one mentioned above in which only peripheral classroom involvement was expected, but principals could appropriately respond to the questionnaire. None were administered in the last district mentioned above. A total of 169 principal questionnaires were administered through a process identical to that used for teachers, and 127 were returned.

Specialist questionnaires were administered in four districts, with 128 distributed and 84 returned.

Data Analysis

Questionnaire data were first summarized by category of respondent and site. For those three sites in which two administrations of the questionnaire were completed, the summaries for each administration were examined, and it was determined that there were no consequential differences between the response patterns for the two administrations at any of the sites. Data from the two administrations were, therefore, combined.

Summaries with marginal totals were prepared for all teachers by site. For all continuous variables, analyses of variance were computed comparing responses from the different districts. Finally, a new data file combining data from teachers in all districts was created. The file consisted of the 43 variables listed in Table A-1. A correlation matrix for these 43 variables was computed. The 43 variables were then categorized as shown in Table A-2, and two regression analyses relating each category of variables to the criterion variables were computed. In the first, location and teacher background variables were forced into regression, and the other four sets of variables were added, each in a separate analysis. Increases in variance indicated the proportional contribution to criterion variance of each category of variable (training, materials, students, support staff) after control for city and background. In the second, the multiple regression coefficients of all sets of variables excluding the criteria were computed with each criterion. In separate runs, this procedure was repeated, omitting each set of variables in turn. The reduction in variance brought about by omitting each category of variables indicated the proportional, unique contribution of that category to criterion variables.

Principal and specialist questionnaires were processed in the same fashion as teacher questionnaires, but no across-site analyses were done.

Table A-1

TEACHER QUESTIONNAIRE VARIABLES

Variable Number	Question Number	
1	1	Teach in elementary grade vs all others
2	2	Experience in career education
3	5	Familiarity with goals of program
4	7	Career Education goals not useful vs all others
5	8	How well goals fit curriculum
6	9	Importance that students accomplish goals
7	16	Hours of training received
8	17	Was training enough?
9	18	No compensation for training vs all others
10	19	Appropriateness of training
11	22	Influence of training on teaching
12	24	Sum number of materials available
13	24	Sum number of materials used
14	24	Use as % of available
15	27	Adequate quality of materials
16	27a	Adequate quantity of materials
17	30	Involvement in planning
18	32	Time teaching career education
19	33	Proportion of students benefiting from career education
20	35	% black students
21	35	% Spanish surname students
22	36	SES of students
23	37	Ability of students
24	38	Go to college (1 or 2) vs all others
25	39	Total hours per month of support staff
26	43	Ease of obtaining support staff
27	46	Students attitudes
28	46	Teacher attitudes
29	46	Community attitudes
30	46	Sum of all attitudes
31	47-54	Resistance to curriculum change
32	55-59	Importance of Career Education Program
33	61	Sex
34	62	Age
35	63	Married vs all others
36	64	Children (yes, no)
37	65	Black vs all others
38	66	Degree
39	72	Years of teaching experience
40-45		Four cities

Table A-2

CATEGORIES OF NEW VARIABLES

The variables are considered as falling in the following categories:

Category		Variable numbers*
1	Criteria	3,4,5,6,11,14,18,19,27,28,29,30,32
2	Location	40-44
3	Teacher Background	2,33,34,35,36,37,38,39
4	Training	7,8,9,10
5	Materials	12,15,16
6	Characteristics of Students	1,20,21,22,23,24
7	Support Staff	25,26

*See Table A-1 for relation of variable number to question numbers.

O.M.B. No. 051-S75005
Approval Expires December 1975

To: All Teachers

This questionnaire has been designed for *teachers* who work directly with students. It is a major part of a current study the Stanford Research Institute of Menlo Park, California and Policy Studies in Education of New York are carrying out for the National Institute of Education. The purpose of this questionnaire is to collect information on the procedures which are most successful in introducing new curriculum programs in the schools. (Your principal, some of the specialists you work with, and central office staff will also complete other versions of this questionnaire.) The particular area on which the questions on the following pages have focused is Career Education.

We need your responses in order to identify the most effective approaches for introducing new curriculum to teachers. This questionnaire has been approved by your school system, and we ask that you take about thirty minutes to complete the form and return it to us in the enclosed prepaid envelope within the next ten days.

All questionnaires will be treated with utmost confidentiality and no responses will be presented in a way which will identify any one individual. Your school system will be provided with the results of the study so as to share with you the findings which we expect to be valuable to all school staffs.

If you prefer not to answer a question, cross it out and indicate your reason for not answering, but please complete all that you are willing to answer.

We thank you in advance for your time and cooperation.

CAREER EDUCATION QUESTIONNAIRE FOR TEACHERS

SCHOOL(S) WHERE YOU TEACH: *(Name and/or number)* _____

_____

_____

LOCATION: *(Circle one)*

1	Atlanta	4	Los Angeles
2	Hackensack	5	Mesa
3	Jefferson County	6	Pontiac

DATE THIS QUESTIONNAIRE WAS COMPLETED: _____

YOUR NAME: *(Optional)* _____

OFFICE USE:

1 6

I. Experience

1. Please indicate which of the following you are currently teaching: *(Check only the first box if you teach a variety of subjects in an elementary classroom.)*

7 1☐ Elementary grade
8 1☐ Art
9 1☐ Business
10 1☐ Driver education
11 1☐ Foreign languages
12 1☐ Health education
13 1☐ Home economics
14 1☐ Industrial arts
15 1☐ Language arts/reading/English
16 1☐ Mathematics
17 1☐ Music
18 1☐ Physical education
19 1☐ Science
20 1☐ Social studies
21 1☐ Special education
22 1☐ Distributive education
23 1☐ Trades and industry
24 1☐ Vocational agriculture
25 1☐ Other *(please specify)*

_____

_____

2. Have you had experience in career education prior to this school year?

26 1☐ No
2☐ Yes

If "Yes," please indicate, by area, how much experience you have had prior to this school year.

	Area	None	Less Than 1 mo	1 - 2 mos	3 - 6 mos	7 - 11 mos	One year or more
27	Curriculum development	0☐	1☐	2☐	3☐	4☐	5☐
28	Testing materials	0☐	1☐	2☐	3☐	4☐	5☐
29	Training	0☐	1☐	2☐	3☐	4☐	5☐
30	Using the materials	0☐	1☐	2☐	3☐	4☐	5☐

3. Have you participated in development or testing of new curriculum in areas other than career education in the past 5 years?

31 1☐ No
2☐ Yes

If "Yes," please list the areas of curriculum change.

32,33 _____

4. Have you had full-time job experience in any field other than education?

34 1☐ No
2☐ Yes – In what field(s)? _____

35,36
37,38 For about how many years? _____

II. Instructional Goals and Objectives of the Career Education Program in Your School System

5. How familiar are you with the career education program's instructional goals and objectives for the students you teach? *(Check one.)*

39 1☐ Very familiar
2☐ Quite familiar
3☐ Fairly familiar
4☐ Not very familiar
5☐ Not familiar at all *(Skip to question 11)*

6. How did you become familiar with these instructional goals and objectives? *(Check as many as apply.)*

40 1☐ Received a printed list of goals and objectives
41 2☐ Goals and objectives were presented and explained at a training session or meeting
42 3☐ Helped to review or critique program goals and objectives after they were created or selected
43 4☐ Helped to create or select goals and objectives
44 5☐ Other *(please specify)* _____

7. How have the career education goals and objectives been useful to you? *(Check as many as apply.)*

45 1☐ Not useful
46 2☐ In selecting Career Education instructional materials or experiences
47 3☐ In creating instructional materials
48 4☐ In understanding my role in career education
49 5☐ Other *(please specify)* _____

8. How well do the education instructional goals and objectives fit with the curriculum you teach? *(Check one.)*

50 1☐ Very well
2☐ Well
3☐ Poorly
4☐ Very poorly
5☐ No opinion

9. How important do you feel it is that your students accomplish the goals and objectives of career education programs? *(Check one.)*

51 1☐ Very important
2☐ Quite important
3☐ Fairly important
4☐ Not very important
5☐ Not important at all

10. Please rank the individuals or groups listed below as to importance in helping students to learn about the world of work. Put a "1" next to the most important, "2" next to the second, etc.

52 ____ Parents
53 ____ Mass Media
54 ____ Me
55 ____ Friends
56 ____ Other teachers
57 ____ Employers and workers
58 ____ Other students
59 ____ Other *(please specify)*

_____

III. Training for the Career Education Program in Your School System

11. Have you ever participated in any of the following career education training activities?

60 1☐ No *(Skip to question 24)*

2☐ Yes

If "Yes," check in Column A any of the career education training activities you participated in before June 1974 and check in Column B any you have participated in since June 1974.

	A Before June 1974	B Since June 1974	Activities
61	1☐	2☐	Lectures
62	1☐	2☐	Workshops
63	1☐	2☐	Demonstrations
64	1☐	2☐	Self-instructional materials
65	1☐	2☐	Trips and visits
66	1☐	2☐	Formal group discussions
67	1☐	2☐	Course at a near-by institution
68	1☐	2☐	Other *(please specify)* _____

12. Please put a "1" next to the group which conducted most of the training, a "2" next to the second most, and a "3" next to the third most (if there were 2 or 3).

69 ____ Career education project staff
70 ____ School district staff
71 ____ State education department staff
72 ____ Consultants from other school districts
73 ____ Consultants or faculty from higher education institutions
74 ____ Consultants from non-school organizations
75 ____ Employers
76 ____ Union leaders
77 ____ Other *(please specify)* _____
78, 79

13. Which of the following were covered in any of the training sessions you attended? *(Check as many as apply.)*

Card 2
Repeat 1-4

5 1☐ Orientation to career education
6 1☐ Information about the world of work
7 1☐ Goals and objectives of career education in your school system
8 1☐ Community resources available in career education
9 1☐ Instructional materials available in career education
10 1☐ Curriculum development
11 1☐ Selection of instructional materials
12 1☐ Teaching methods
13 1☐ Career guidance activities
14 1☐ Job placement skills
15 1☐ Comprehensive Career Education Model (CCEM) materials
16 1☐ Understanding your role in career education
17 1☐ Understanding the role of other school staff in career education
18 1☐ Information about career education projects in other school systems
1☐ Other *(please specify)* _____

14. Since June 1974, on what basis did you participate in training? *(Check one.)*

19 1☐ Volunteered
2☐ Was encouraged to participate
3☐ Was required to participate
4☐ Did not participate since June 1974

15. When did most training activities take place? *(Check one.)*

20 1☐ Before school
2☐ During school
3☐ After school
4☐ Evenings
5☐ Weekends
6☐ Holidays
7☐ Summer

16. Including all formal meetings, in-service training, etc., about how many hours of training for the career education program have you received since June 1974?

21 1☐ Less than 5 hours
2☐ 5 to 9 hours
3☐ 10 to 14 hours
4☐ 15 to 19 hours
5☐ 20 or more hours

17. Do you think that this amount of training was:

22 1☐ Too little
2☐ About the right amount
3☐ Too much

18. Please indicate which of the following form(s) of compensation you received for participation in career education training? *(Check as many as apply.)*

23 1☐ No extra compensation
24 2☐ Paid per session
25 3☐ Paid per product created
26 4☐ Salary credit
27 5☐ College credit
28 6☐ Released time during regular school day

Please read each statement carefully and then check the box beside the phrase that best describes how you feel about the statement.

19. The career education training I received was appropriate to my teaching activities.

29 1☐ Strongly agree
2☐ Agree
3☐ Disagree
4☐ Strongly disagree
5☐ No opinion

20. I would prefer to have more training in other programs than career education.

30 1☐ Strongly agree
2☐ Agree
3☐ Disagree
4☐ Strongly disagree
5☐ No opinion

19

21. Compared to other training I have had, the career education training I participated in since June 1974 was:

31 1☐ Much better
2☐ Better
3☐ About the same
4☐ Poorer
5☐ Much poorer
6☐ No opinion

22. How much did the training you received influence the extent to which you incorporated career education into your curriculum?

32 1☐ Training had a great influence
2☐ Training had some influence
3☐ Training had little influence
4☐ Training had no influence
5☐ No opinion

23. What other groups have also received career education training at some time? *(Check as many as apply.)*

33 1☐ Central office administrators
34 1☐ Principals
35 1☐ Specialists
36 1☐ Department chairpersons
37 1☐ Librarians
38 1☐ Guidance counselors
39 1☐ Community representatives
40 1☐ Parents
41 1☐ Others *(please specify)* _____
42 1☐ Do not know of any other groups

IV. Instructional Materials for Career Education

24. Check in Column A those career education instructional materials that have been available to you so far this school year. In Column B check those that you have used so far this school year.

	A Available	B Used	Material
43	1☐	2☐	List of goals and objectives
44	1☐	2☐	Curriculum guides
45	1☐	2☐	Comprehensive Career Education Model (CCEM) units or materials
46	1☐	2☐	Other career education units
47	1☐	2☐	Career education lessons
48	1☐	2☐	Audio-visual products
49	1☐	2☐	Bibliographies of career education materials
50	1☐	2☐	Career education reference materials such as the *Dictionary of Occupational Titles* or the *Occupational Outlook Handbook*
51	1☐	2☐	Catalogs of community speakers
52	1☐	2☐	Catalogs of community trips
53	1☐	2☐	Books, games, and student materials
54	1☐	2☐	Information about available jobs
55	1☐	2☐	General information about career education throughout your school system
56	1☐	2☐	Other *(please specify)* _____
57	3☐		Nothing was available *(Skip to question 28)*

25. Where are career education instructional materials available in your school system? *(Check as many as apply.)*

58 1☐ Available upon request from a central location within the school district
59 2☐ Available from a central location with my building
60 3☐ Placed permanently in my classroom

25a. If available from central location, about how many different career education instructional units, books, audio-visual products or other items are available at the central location in your building? If more than one copy of an item is provided, count as one item. *(Check one.)*

61 1☐ Less than 10 items
2☐ 10 - 24 hours
3☐ 25 - 49 hours
4☐ 50 or more items

25b. If placed permanently in your classroom, how many different career education instructional items have been placed permanently in your classroom? If more than one copy of an item is provided, count as one item. *(Check one.)*

62 1☐ Less than 10 items
2☐ 10 - 24 hours
3☐ 25 - 49 hours
4☐ 50 or more items

26. From the sources of career education materials listed below, put a "1" next to the source of most of your materials; "2" next to the second most, etc.

63 ____ Developed by you for use in your own classroom
64 ____ Developed by other staff within your school system
65 ____ Developed by non-commercial sources such as other projects, school systems, state education department, etc.
66 ____ Developed by staff in your school system and in other school systems (for example, Comprehensive Career Education Model (CCEM) materials)
67 ____ Commercially developed

27. Were instructional materials adequate in quality?

68 1☐ Yes
2☐ No

27a. Were instructional materials adequate in quantity?

69 1☐ Yes
2☐ No

V. Your Role in Career Education

28. Which of these statements describe your role in the career education program? *(Check as many as apply.)*

Card 3
Repeat 1-4

5 1☐ I am uncertain just what my role is.
6 1☐ I teach Comprehensive Career Education Model (CCEM) units or materials
7 1☐ I teach career education units other than CCEM units.
8 1☐ I teach other career education lessons.
9 1☐ I use community speakers in classroom instruction.
10 1☐ I take students on trips to job sites.
11 1☐ I carry out career guidance activities.
12 1☐ I develop career education instructional materials.
13 1☐ I review and select from existing career education materials.
14 1☐ I supervise student work-study program activities
15 1☐ I place students in jobs.
16 1☐ I train other teachers
17 1☐ Other *(please specify)*_____
18 1☐ I have no role in the career education program. *(Skip to question 35)*

29. Please rank the following aids as to importance in helping you understand your role in career education. Use "1" to indicate the most important; "2" to indicate the second most important, etc.

19 _____ Group sessions
20 _____ Individual meetings with career education project staff
21 _____ Your school principal
22 _____ Other teachers
23 _____ Printed materials
24 _____ Other *(please specify)*_____
_____
25 1☐ No help available

30. To what extent have you been involved in planning the career education program in your school or school system? *(Check one.)*

26 1☐ No involvement
2☐ A little involvement
3☐ Some involvement
4☐ A lot of involvement

31. Are you required to teach a specific number of hours, units, or activities of career education per semester?

27 1☐ No
2☐ Yes – How many
28,29 _____ Hours, or
30,31 _____ Units, or
32,33 _____ Activities

32. In an average week, of the hours you teach, approximately how much time do you spend teaching career related lessons and activities to your students? *(Check one.)*

34 1☐ None
2☐ Less than 1 hour per week
3☐ 1 to 4 hours per week
4☐ 5 hours or more per week

33. Do you think the career education program is beneficial to:

35 1☐ Almost all the students you teach
2☐ Most of the students you teach
3☐ About half the students you teach
4☐ Very few of the students you teach
5☐ None of the students you teach

34. For which of the following groups is career education important? *(Check as many as apply.)*

36 1☐ Elementary Students
37 1☐ Middle or Junior high school students
38 1☐ High school students
39 1☐ College-bound students
40 1☐ Non-college-bound students
41 1☐ Handicapped students
42 1☐ Disadvantaged students
43 1☐ Dropouts

VI. The Students You Teach

35. Of the students you teach what percent are:

	Percent	Ethnicity
44,45	_____	Black
46,47	_____	Oriental
48,49	_____	Spanish surname
50,51	_____	White
52,53	_____	Other *(please specify)* _____

36. How would you describe the economic status of most of the families of students you are teaching? *(Check one.)*

54 1☐ Lower income
2☐ Lower-middle income
3☐ Middle income
4☐ Upper-middle income
5☐ Upper income

37. How would you describe the general ability of most students you are teaching?

55 1☐ Above average
2☐ Average
3☐ Below average

38. From what you know about the students, their families, and their backgrounds, please indicate what you think your students will do in the future. Indicate "1" for what most will do, "2" second most, etc. *(Please rank all five.)*

56 _____ Leave before finishing high school
57 _____ Get a job and continue school
58 _____ Get a job after graduating from high school
59 _____ Go on to college
60 _____ Go on to Trade or business school

VII. Support Staff for Career Education

39. During this school year, which of the following support staff have been available to you for career education assistance? For those checked, please indicate the approximate number of hours per month they assisted you. *(Check as many as apply.)*

Card 4 Repeat 1-4		Support Staff		Number of Hours Per Month
5	1☐	Career education project staff member	6,7	_____
8	1☐	Career education consultant from outside the school system	9,10	_____
11	1☐	Specialist or coordinator other than career education from within the school system	12,13	_____
14	1☐	Subject area coordinator	15,16	_____
17	1☐	Curriculum specialist	18,19	_____
20	1☐	Media specialist	21,22	_____
23	1☐	Principal	24,25	_____
26	1☐	Guidance counselor	27,28	_____
29	1☐	Librarian	30,31	_____
32	1☐	Other teacher	33,34	_____
35	1☐	Para-professional or assistant	36,37	_____
38	1☐	Parent or community volunteer	39,40	_____
41	1☐	Other *(please specify)*	42,43	_____

_____

_____

44 1☐ None of the above have been available to me *(Skip to question 44)*

40. In which of the following activities did support staff assist you? *(Check as many as apply.)*

45 1☐ Made arrangements for career education speakers

46 1☐ Made arrangements for career education trips

47 1☐ Located and obtained career education instructional materials

48 1☐ Located student work sites

49 1☐ Taught career education in the classroom

50 1☐ Supervised your teaching of career education in the classroom

51 1☐ Assisted in teaching career education in the classroom

52 1☐ Helped teachers develop career education materials

53 1☐ Accompanied your class on career education trips

54 1☐ Other *(please specify)* _____

_____

41. The staff support I received for career education was:

55 1☐ Appropriate to my needs

2☐ Not appropriate to my needs

42. The staff support available was:

56 1☐ More than I needed

2☐ Just enough

3☐ Not as much as I needed

43. Staff support was:

57 1☐ Easy to obtain

2☐ Difficult to obtain

VIII. Information about Career Education in the Community

44. Has any of the staff in your school system provided information for community groups during this school year?

58 1☐ No

2☐ Yes - Which of the following methods do they use? *(Check as many as apply.)*

59 1☐ Speak at meetings

60 1☐ Send newsletters

61 1☐ Invite visitors to school

62 1☐ Submit news items to newspapers, radio or television

63 1☐ Other *(please specify)* _____

_____

_____

45. During this school year, how effective has school staff been in obtaining parent and other community support for your career education activities? *(Check <u>one</u>.)*

64 1☐ Very effective

2☐ Somewhat effective

3☐ Somewhat ineffective

4☐ Very ineffective

5☐ No opinion

46. Please check how you think each of the following people or groups would answer the question: "How important is career education for students in the school system?"

		Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant	I Don't Know
65	Your students	1☐	2☐	3☐	4☐	5☐
66	Other teachers in your building	1☐	2☐	3☐	4☐	5☐
67	Specialists in your curriculum area	1☐	2☐	3☐	4☐	5☐
68	Your librarian(s)	1☐	2☐	3☐	4☐	5☐
69	Your guidance counselor(s)	1☐	2☐	3☐	4☐	5☐
70	Your principal	1☐	2☐	3☐	4☐	5☐
71	District office administrators	1☐	2☐	3☐	4☐	5☐
72	School board	1☐	2☐	3☐	4☐	5☐
73	Parents of your students	1☐	2☐	3☐	4☐	5☐
74	Employers in your community	1☐	2☐	3☐	4☐	5☐
75	Teachers' association or union in your school system	1☐	2☐	3☐	4☐	5☐
76	The community surrounding your school	1☐	2☐	3☐	4☐	5☐
77	The superintendent	1☐	2☐	3☐	4☐	5☐

47-59. Please read each statement carefully and check the box under the phrase that best describes how you feel about the statement.

Card 5 Repeat 1-4		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
5	District administrators are usually willing to support curriculum change	1☐	2☐	3☐	4☐	5☐
6	My principal is usually willing to support curriculum change	1☐	2☐	3☐	4☐	5☐
7	Teachers in my building are usually willing to support curriculum change	1☐	2☐	3☐	4☐	5☐
8	Teachers in my school do not have the freedom to select or modify programs and materials for specific classroom needs	1☐	2☐	3☐	4☐	5☐
9	The community surrounding my school does not respond favorably to curriculum change	1☐	2☐	3☐	4☐	5☐
10	My school board is resistant to curriculum change	1☐	2☐	3☐	4☐	5☐
11	The superintendent usually supports curriculum change	1☐	2☐	3☐	4☐	5☐
12	The teachers union or association usually resists curriculum change	1☐	2☐	3☐	4☐	5☐
13	The career education program being carried out by the school district this year seems very satisfactory	1☐	2☐	3☐	4☐	5☐
14	The career education program should be continued next year	1☐	2☐	3☐	4☐	5☐
15	Career education seems suited only to a small portion of students	1☐	2☐	3☐	4☐	5☐
16	Career education is an important element of what I teach	1☐	2☐	3☐	4☐	5☐
17	Many other school programs are more important for the students than career education	1☐	2☐	3☐	4☐	5☐

60. Please rank the following as to which would have the greatest positive effect on improving the quality of education. Put a "1" by the one having the greatest effect, a "2" next to the second greatest effect, etc.

18 _____ Pre-service or inservice teacher training
19 _____ Curriculum change
20 _____ Increased salaries
21 _____ Community interest and involvement
22 _____ Better discipline
23 _____ Better school management
24 _____ Students' home lives

X. Your Background and Training

61. Are you:

25 1☐ Male
2☐ Female

62. How old were you on your last birthday?

26 1☐ Under 25 years
2☐ 25 - 34 years
3☐ 35 - 44 years
4☐ 45 - 54 years
5☐ 55 - 64 years
6☐ 65 years or over

63. Are you:

27 1☐ Married
2☐ Widowed
3☐ Divorced
4☐ Separated
5☐ Single

64. Do you have any children?

28 1☐ No
2☐ Yes – How many are living at home?

29,30 _____ children

65. What is your ethnic group?

31 1☐ American Indian
2☐ Black
3☐ Oriental
4☐ Spanish Surname
5☐ White
6☐ Other *(please specify)* _____

66. What is your highest diploma or degree?

32 1☐ Bachelor's degree
2☐ Master's degree
3☐ Doctorate degree
4☐ Other *(please specify)* _____

67. Please list your college major(s):

33 Undergraduate _____
34 Graduate _____

68. Please check the grade(s) you now teach. *(If you teach ungraded classes, indicate grades corresponding to the ages of your students.)*

35 1☐ Kindergarten
36 1☐ First
37 1☐ Second
38 1☐ Third
39 1☐ Fourth
40 1☐ Fifth
41 1☐ Sixth
42 1☐ Seventh
43 1☐ Eighth
44 1☐ Ninth
45 1☐ Tenth
46 1☐ Eleventh
47 1☐ Twelfth

69. Including this year, how many years have you been teaching this grade (these grades)?

48,49 _____ Years

70. Including this year, how many years have you been teaching in this school?

50,51 _____ Years

71. Including this year, how many years have you been teaching in this school system?

52,53 _____ Years

72. Including this year, how many total years of teaching have you had?

54,55 _____ Years

Thank you for participating in the study.

Please return this form in the envelope provided.

O.M.B. No. 051-S75005
Approval Expires December 1975

To: Principals

This questionnaire has been designed for principals. It is a major part of a current study the Stanford Research Institute of Menlo Park, California and Policy Studies in Education of New York are carrying out for the National Institute of Education. The purpose of this questionnaire is to collect information on the procedures which are most successful in introducing new curriculum programs in the schools. (Teachers, some specialists, and district office staff will also complete other versions of this questionnaire.) The particular area on which the questions on the following pages have focused is Career Education.

We need your responses in order to identify the most effective approaches for introducing new curriculum to schools and teachers. This questionnaire has been approved by your school system, and we ask that you take about thirty minutes to complete the form and return it to us in the enclosed prepaid envelope within the next ten days.

All questionnaires will be treated with utmost confidentiality and no responses will be presented in a way which will identify any one individual. Your school system will be provided with the results of the study so as to share with you the findings which we expect to be valuable to all school staffs.

If you prefer not to answer a question, cross it out and indicate your reason for not answering, but please complete all that you are willing to answer.

We thank you in advance for your time and cooperation.

CAREER EDUCATION QUESTIONNAIRE FOR PRINCIPALS

NAME OF YOUR SCHOOL: _____

_____

_____

LOCATION: *(Circle one)*

1 Atlanta
2 Hackensack
3 Jefferson County
4 Los Angeles
5 Mesa
6 Pontiac

DATE THIS QUESTIONNAIRE WAS COMPLETED: _____

YOUR NAME: *(Optional)* _____

OFFICE USE:

1 6

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I. Experience

1. If you have been a teacher, what subjects did you teach? *(Check only the first box if you taught a variety of subjects in an elementary classroom.)*

7 1☐ Elementary grade
8 1☐ Art
9 1☐ Business
10 1☐ Driver education
11 1☐ Foreign languages
12 1☐ Health education
13 1☐ Home economics
14 1☐ Industrial arts
15 1☐ Language arts/reading/English
16 1☐ Mathematics
17 1☐ Music
18 1☐ Physical education
19 1☐ Science
20 1☐ Social studies
21 1☐ Special education
22 1☐ Distributive education
23 1☐ Trades and industry
24 1☐ Vocational agriculture
25 1☐ Other *(please specify)*

_____

_____

2. Have you had any special involvement in career education prior to this school year?

26 1☐ No
2☐ Yes – In which of the following? *(Check as many as apply)*
27 1☐ Planning
28 1☐ Training
29 1☐ Budgeting
30 1☐ Advisory
31 1☐ Curriculum development
32 1☐ Testing products
33 1☐ Using the products

3. Have you had full-time job experience in any field other than education?

34 1☐ No
2☐ Yes – In what field(s)? _____
35 For about how many years? _____
36

II. Instructional Goals and Objectives of the Career Education Program in Your School System

4. How familiar are you with the career education program's instructional goals and objectives for the students in your school? *(Check one.)*

37 1☐ Very familiar
2☐ Quite familiar
3☐ Fairly familiar
4☐ Not very familiar
5☐ Not familiar at all *(Skip to question 9)*

5. How did you become familiar with these instructional goals and objectives? *(Check as many as apply.)*

38 1☐ Received a printed list of goals and objectives
39 2☐ Goals and objectives were presented and explained at a training session or meeting
40 3☐ Helped to review or critique program goals and objectives after they were created or selected
41 4☐ Helped to create or select goals and objectives
42 5☐ Other *(please specify)* _____

6. How have the career education goals and objectives been useful to you? *(Check as many as apply.)*

43 1☐ Not useful
44 2☐ In selecting instructional materials
45 3☐ In creating instructional materials
46 4☐ In understanding my role in career education
47 5☐ In helping others on my staff or parents to understand career education
48 6☐ Other *(please specify)* _____

7. How well do the career education instructional goals and objectives fit with the curriculum in your school? *(Check one.)*

49 1☐ Very well
2☐ Well
3☐ Poorly
4☐ Very poorly
5☐ No opinion

8. How important do you feel it is that teachers in your school teach those things which will enable their students to accomplish the goals and objectives of career education? *(Check one.)*

50 1☐ Very important
2☐ Quite important
3☐ Fairly important
4☐ Not very important
5☐ Not important at all

9. What do you think will happen to the Career Education Program in your school next year, will it:

51 1☐ Be expanded
2☐ Remain the same
3☐ Be reduced
4☐ Be discontinued
5☐ Other *(please specify)* _____

_____

10. Please rank the individuals or groups listed below as to importance in helping students in your school to learn about the world of work. Put a "1" next to the most important, a "2" next to the second, etc.

52 _____ Parents
53 _____ Mass Media
54 _____ Me
55 _____ Teachers in my school
56 _____ Teachers outside my school
57 _____ Employers and workers
58 _____ Guidance counselors
59 _____ Other *(please specify)* _____

_____

11. About what percentage of the students in your school are participating in Career Education awareness, guidance, exploration or skill development programs?

60
1☐ Less than 25%
2☐ Between 25 and 49%
3☐ Between 50 and 74%
4☐ Between 75 and 94%
5☐ Between 95 and 100%

If less than 100%, do participants differ from non-participants with respect to:

		Yes	No
61	Demographic characteristics?	1☐	2☐
62	Grade levels?	1☐	2☐
63	Future educational plans?	1☐	2☐
64	Student ability?	1☐	2☐

If there are any special target groups, please list them:

_____

_____

_____

_____

12. Of those students who are in career education, about what percentage would you say accomplish the goals and objectives of career education?

65
1☐ Between 95 and 100%
2☐ Between 75 and 94%
3☐ Between 50 and 74%
4☐ Between 25 and 49%
5☐ Less than 25%

II. Training for the Career Education Program in Your School System

13. Have you ever participated in any of the following career education training activities?

66 1☐ No *(Skip to question 25)*
2☐ Yes
If "Yes," check in Column A any of the career education training activities you participated in before June 1974 and check in Column B any you have participated in since June 1974.

	A Before June 1974	B Since June 1974	Activities
67	1☐	2☐	Lectures
68	1☐	2☐	Workshops
69	1☐	2☐	Demonstrations
70	1☐	2☐	Self-instructional materials
71	1☐	2☐	Trips and visits
72	1☐	2☐	Formal group discussions
73	1☐	2☐	Course at a near-by institution
74	1☐	2☐	Other *(please specify)*_____

_____

78, 79

14. Please put a "1" next to the group which conducted most of the training, a "2" next to the second most, and a "3" next to the third most (if there were 2 or 3).

Card 2
Repeat 1-4

5 _____ Career education project staff
6 _____ School district staff
7 _____ State education department staff
8 _____ Consultants from other school districts
9 _____ Consultants or faculty from higher education institutions
10 _____ Consultants from non-school organizations
11 _____ Employers
12 _____ Union leaders
13 _____ Other *(please specify)*_____

_____

15. Since June 1974, on what basis did you participate in training? *(Check one.)*

14
1☐ Volunteered
2☐ Was encouraged to participate
3☐ Was required to participate
4☐ Did not participate since June 1974

16. Which of the following were covered in any of the training sessions you attended? *(Check as many as apply.)*

15 1☐ Orientation to career education
16 1☐ Information about the world of work
17 1☐ Goals and objectives of career education in your school system
18 1☐ Community resources available in career education
19 1☐ Instructional materials available in career education
20 1☐ Curriculum development
21 1☐ Selection of instructional materials
22 1☐ Teaching methods
23 1☐ Career guidance activities
24 1☐ Job placement skills
25 1☐ Comprehensive Career Education Model (CCEM) materials
26 1☐ Understanding your role in career education
27 1☐ Understanding the role of other school staff in career education
28 1☐ Information about career education projects in other school systems
29 1☐ Other *(please specify)*_____

_____

17. When did most training activities take place? *(Check one.)*

30
1☐ Before school
2☐ During school
3☐ After school
4☐ Evenings
5☐ Weekends
6☐ Holidays
7☐ Summer

18. Including all formal meeting, in-service training, etc., about how many hours of training for the career education program have you received since June 1974?

31
- 1☐ Less than 5 hours
- 2☐ 5 to 9 hours
- 3☐ 10 to 14 hours
- 4☐ 15 to 19 hours
- 5☐ 20 or more hours

19. Do you think that this amount of training was:

32
- 1☐ Too little
- 2☐ About the right amount
- 3☐ Too much

20. During this time what form of compensation did you receive for participation in career education training? *(Check as many as apply.)*

33 1☐ No compensation
34 2☐ Paid per session
35 3☐ Paid per product created
36 4☐ Salary credit
37 5☐ College credit
38 6☐ Released time during regular school day

Please read each statement carefully and then check the box beside the phrase that best describes how you feel about the statement.

21. The career education training I received was appropriate to my activities.

39
- 1☐ Strongly agree
- 2☐ Agree
- 3☐ Disagree
- 4☐ Strongly disagree
- 5☐ No opinion

22. I would prefer to have more training in other programs than career education.

40
- 1☐ Strongly agree
- 2☐ Agree
- 3☐ Disagree
- 4☐ Strongly disagree
- 5☐ No opinion

23. Compared to other training I have had, the career education training I participated in since June 1974 was:

41
- 1☐ Much better
- 2☐ Better
- 3☐ About the same
- 4☐ Poorer
- 5☐ Much poorer
- 6☐ No opinion

24. How much did the training you received influence the extent to which career education was incorporated into your school's curriculum?

42
- 1☐ Training had a great influence
- 2☐ Training had some influence
- 3☐ Training had little influence
- 4☐ Training had no influence
- 5☐ No opinion

25. What other groups have received career education training at some time? *(Check as many as apply.)*

43 1☐ Central office administrators
44 1☐ Teachers
45 1☐ Specialists
46 1☐ Department chairpersons
47 1☐ Librarians
48 1☐ Guidance counselors
49 1☐ Community representatives
50 1☐ Parents
51 1☐ Others *(please specify)*_____

52 1☐ Do not know of any other groups *(Skip to question 27.)*

26. What percentage, if any, of teachers or other staff personnel in your school have received training in career education?

53
- 1☐ Less than 20%
- 2☐ 20 to 39%
- 3☐ 40 to 59%
- 4☐ 60 to 79%
- 5☐ 80 to 100%

IV. Instructional Materials for Career Education

27. Check in Column A those career education instructional materials that have been available to you and your instructional staff so far this school year? In Column B, check those that you and/or your instructional staff have used so far this school year?

	A Available	B Used	Material
54	1☐	2☐	List of goals and objectives
55	1☐	2☐	Curriculum guides
56	1☐	2☐	Comprehensive Career Education Model (CCEM) units
57	1☐	2☐	Other career education units
58	1☐	2☐	Career education lessons
59	1☐	2☐	Audio-visual products
60	1☐	2☐	Bibliographies of career education materials
61	1☐	2☐	Catalogs of community speakers
62	1☐	2☐	Catalogs of community trips
63	1☐	2☐	Books, games and student materials
64	1☐	2☐	Information about available jobs
65	1☐	2☐	General information about career education throughout your school system
66	1☐	2☐	Other *(please specify)*_____
67	3☐		Nothing was available *(Skip to question 30)*

28. Where are career education instructional materials available in your school system? *(Check as many as apply.)*

68 1☐ Placed permanently in classrooms in my building.

69 2☐ Available upon request from a central location or area within my building (Complete A).

A. About how many different career education instructional units, books, audio-visual products or other items are available from the central location in your building? If more than one copy of an item is provided, count as one item. *(Check one.)*

70
1☐ Less than 10 items
2☐ 10 - 24 items
3☐ 25 - 49 items
4☐ 50 or more items
5☐ Uncertain

29. From the sources of career education materials listed below, put a "1" next to the source of most of your materials; "2" next to the second most, etc.

71 _____ Developed by you for use in your building.

72 _____ Developed by your teachers for use in their classrooms.

73 _____ Developed by other staff within your school system.

74 _____ Developed by non-commercial sources such as other projects, school systems, state education department, etc.

75 _____ Developed by staff in your school system and in other school systems (for example, Comprehensive Career Education Model (CCEM) materials).

76 _____ Commercially developed.

V. Your Role in Career Education

30. Which of these statements describe your role in the career education program? *(Check as many as apply.)*

Card 3
Repeat 1-4

5 1☐ I have no role in the career education program. *(Skip to question 33.)*

6 1☐ I am uncertain just what my role is.

7 1☐ I meet with teachers, librarians, and guidance counselors in my school to inform them about career education and coordinate activities.

8 1☐ I participate in developing instructional goals and objectives.

9 1☐ I participate in developing or selecting career education instructional materials.

10 1☐ I provide transportation for student trips.

11 1☐ I observe and supervise career education activities in my school.

12 1☐ I participate in planning career education for my school or other schools in my system.

13 1☐ I provide career education information to parents.

14 1☐ I train other school staff in career education.

15 1☐ I evaluate teacher performance in career education.

16 1☐ Other *(please specify)* _____

_____

_____

31. Please rank the following aids as to importance in helping you understand your role in career education. Use "1" to indicate most important; "2" to indicate second most important, etc.

17 _____ Group sessions

18 _____ Individual meetings with career education project staff

19 _____ Teachers in my building

20 _____ Other principals in my school district

21 _____ Printed materials

22 _____ My superior

23 _____ Other *(please specify)* _____

_____

_____

_____

24 1☐ No help available

32. To what extent have you been involved in planning the career education program in your school system? *(Check one.)*

25
1☐ No involvement
2☐ A little involvement
3☐ Some involvement
4☐ A lot of involvement

33. Do you think the present career education program is beneficial to:

26
1☐ Almost all the students in your school
2☐ Most of the students in your school
3☐ About half the students in your school
4☐ Very few of the students in your school
5☐ None of the students in your school

34. For which of the following groups is career education important? *(Check as many as apply.)*

27 1☐ Elementary Students

28 1☐ Middle or Junior high school students

29 1☐ High school students

30 1☐ College-bound students

31 1☐ Non-college-bound students

32 1☐ Handicapped students

33 1☐ Disadvantaged students

34 1☐ Dropouts

35. What percentage of teachers in your school are making special efforts to teach career education in their classrooms?

35
1☐ Less than 25%
2☐ 25 to 49%
3☐ 50 to 74%
4☐ 75 to 100%

VI. Support Staff for Career Education

36. During this school year, which of the following have been available for career education assistance? *(Check as many as apply.)*

Support Staff

36 1☐ Career education project staff member
37 1☐ Career education consultant from outside the school system
38 1☐ Specialist or coordinator other than career education from within the school system
39 1☐ Subject area coordinator
40 1☐ Curriculum specialist
41 1☐ Media specialist
42 1☐ Other principals
43 1☐ Guidance counselor
44 1☐ Librarian
45 1☐ Speakers from industry or labor
46 1☐ Para-professional or assistant
47 1☐ Parent or community volunteer
48 1☐ Other *(please specify)* _____

_____

49 1☐ No one has been available *(Skip to question 41)*

37. During this school year in which of the following activities did support staff assist you and your instructional staff? *(Check as many as apply.)*

50 1☐ Made arrangements for career education speakers
51 1☐ Made arrangements for career education trips
52 1☐ Located and obtained career education instructional materials
53 1☐ Located student work sites
54 1☐ Taught career education in the classroom
55 1☐ Supervised teaching of career education in the classroom
56 1☐ Assisted in teaching career education in the classroom
57 1☐ Helped teachers develop career education materials
58 1☐ Accompanied classes on career education trips
59 1☐ Other *(please specify)* _____

_____

38. The staff support we received for career education was:

60 1☐ Appropriate to our needs
2☐ Not appropriate to our needs

39. The staff support available was:

61 1☐ More than we needed
2☐ Just enough
3☐ Not as much as we needed

40. Staff support was:

62 1☐ Easy to obtain
2☐ Difficult to obtain

VII. Information about Career Education in the Community

41. Have you provided career education information for community groups during this school year?

63 1☐ No
2☐ Yes – Which of the following methods have you used? *(Do not include things done by others on a district wide basis.)* *(Check as many as apply.)*

64 1☐ Spoke at meetings
65 1☐ Sent newsletters
66 1☐ Invited visitors to school
67 1☐ Submitted news items to newspapers, radio or television
68 1☐ Consulted with employers and unions
69 1☐ Other *(please specify)* _____

42. During this school year, how much time have you and your staff spent in engaging the interest and support of parents and other community groups in the school system for career education activities?

70 1☐ Less than 1 hour per month
2☐ 1 to 4 hours per month
3☐ 5 to 14 hours per month
4☐ 15 or more hours per month

43. Which of the following characterizes parental and community attitudes toward career education? *(Check as many as apply.)*

71 1☐ It is no different from vocational education
72 2☐ It prepares students for life
73 3☐ It should be required in school
74 4☐ Parents are indifferent toward it
75 5☐ Other *(please specify)* _____

44. During the school year, have you established any group, committee, or council to provide advice about career education? *(Do not include district wide efforts by other school staff.)*

1☐ No
76 2☐ Yes (Complete parts A and B)

A. Please list the name(s) of group(s) and indicate number of members

_____

_____

_____

B. What are its functions? *(Check as many as apply.)*

77 1☐ To encourage support for career education
78 2☐ To review and recommend career education materials.
79 3☐ To provide career education materials
80 4☐ To advise me on career education
5☐ Other *(please specify)* _____

_____

_____

_____

VIII. Career Education and Curriculum Change

45. Please check how you think each of the following people or groups would answer the question: "How important is career education for students in the school system?"

Card 4 Repeat 1-4		Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant	I Don't Know
5	Your students	1☐	2☐	3☐	4☐	5☐
6	Teachers in your building	1☐	2☐	3☐	4☐	5☐
7	Specialists	1☐	2☐	3☐	4☐	5☐
8	Your librarian(s)	1☐	2☐	3☐	4☐	5☐
9	Your guidance counselor(s)	1☐	2☐	3☐	4☐	5☐
10	Other principals	1☐	2☐	3☐	4☐	5☐
11	District office administrators	1☐	2☐	3☐	4☐	5☐
12	School board	1☐	2☐	3☐	4☐	5☐
13	Parents of your students	1☐	2☐	3☐	4☐	5☐
14	Employers in your community	1☐	2☐	3☐	4☐	5☐
15	Teachers' association or union in your school system	1☐	2☐	3☐	4☐	5☐
16	The community surrounding your school	1☐	2☐	3☐	4☐	5☐
17	The superintendent	1☐	2☐	3☐	4☐	5☐

46-59. Please read each statement carefully and check the box under the phrase that best describes how you feel about the statement.

		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
18	District administrators are usually willing to support curriculum change	1☐	2☐	3☐	4☐	5☐
19	Principals in my district are usually willing to support curriculum change	1☐	2☐	3☐	4☐	5☐
20	Teachers in my district are usually willing to support curriculum change	1☐	2☐	3☐	4☐	5☐
21	I am usually willing to support curriculum change	1☐	2☐	3☐	4☐	5☐
22	Teachers do not have the freedom to select or modify programs and materials for specific classroom needs	1☐	2☐	3☐	4☐	5☐
23	The community surrounding my school does not respond favorably to curriculum change	1☐	2☐	3☐	4☐	5☐
24	My school board is resistant to curriculum change	1☐	2☐	3☐	4☐	5☐
25	The superintendent usually supports curriculum change	1☐	2☐	3☐	4☐	5☐
26	The teachers union or association usually resists curriculum change	1☐	2☐	3☐	4☐	5☐
27	The career education program being carried out by the school district this year seems very satisfactory	1☐	2☐	3☐	4☐	5☐
28	The career education program should be continued next year	1☐	2☐	3☐	4☐	5☐
29	Career education seems suited only to a small portion of students	1☐	2☐	3☐	4☐	5☐
30	Career education is an important element of our program	1☐	2☐	3☐	4☐	5☐
31	Many other school programs are more important for the students than career education	1☐	2☐	3☐	4☐	5☐

(OVER)

60. Please rank the following as to which would have the greatest positive effect on improving the quality of education. Put a "1" next to the most important, a "2" next to the second most important, etc.

32 _____ Pre-service or inservice teacher training
33 _____ Curriculum change
34 _____ Increased Salaries
35 _____ Community interest and involvement
36 _____ Better discipline
37 _____ Better school management
38 _____ Students' home lives

IX. Your Background and Training

61. Are you:

39 1☐ Male
2☐ Female

62. How old were you on your last birthday?

40 1☐ Under 25 years
2☐ 25 - 34 years
3☐ 35 - 44 years
4☐ 45 - 54 years
5☐ 55 - 64 years
6☐ 65 years or over

63. Are you:

41 1☐ Married
2☐ Widowed
3☐ Divorced
4☐ Separated
5☐ Single

64. Do you have any children?

42 1☐ No
2☐ Yes — How many are living at home?
43,44 _____children

65. What is your ethnic group?

45 1☐ American Indian
2☐ Black
3☐ Oriental
4☐ Spanish Surname
5☐ White
6☐ Other *(please specify)* _____

66. What is your highest diploma or degree?

46 1☐ Bachelor's degree
2☐ Master's degree
3☐ Doctorate degree
4☐ Other *(please specify)* _____

67. Please list your college major(s).

47 Undergraduate _____
48 Graduate _____

68. What grade levels are included in your school?

49 1☐ Kindergarten
50 1☐ First
51 1☐ Second
52 1☐ Third
53 1☐ Fourth
54 1☐ Fifth
55 1☐ Sixth
56 1☐ Seventh
57 1☐ Eighth
58 1☐ Ninth
59 1☐ Tenth
60 1☐ Eleventh
61 1☐ Twelfth

69. If your school includes high school, is it:

62 1☐ Comprehensive
2☐ Vocational
3☐ Academic/General
4☐ Other *(explain)* _____

70. Including this year, how many years have you been a principal in this school?

63,64 _____ years

71. Including this year, how many years have you been a principal in this school system?

65,66 _____years

72. Which of the following positions have you held in the field of education?

	Position		Number of Years
67	1☐ Teacher	68,69	_____
70	1☐ Specialist	71,72	_____
73	1☐ District or area office staff	74,75	_____
76	1☐ District office administrator	77,78	_____
79	1☐ Other *(please specify)* _____		_____
80	1☐ None		

Thank you for participating in the study.

Please return this form in the envelope provided.

O.M.B. No. 051-S75005
Approval Expires December 1975

To: Specialists

This questionnaire has been designed for specialists. It is a major part of a current study the Stanford Research Institute of Menlo Park, California and Policy Studies in Education of New York are carrying out for the National Institute of Education. The purpose of this questionnaire is to collect information on the procedures which are most successful in introducing new curriculum programs in the schools. (Teachers, other specialists, and district office staff will also complete other versions of this questionnaire.) The particular area on which the questions on the following pages have focused is Career Education.

We need your responses in order to identify the most effective approaches for introducing new curriculum to schools and teachers. This questionnaire has been approved by your school system, and we ask that you take about thirty minutes to complete the form and return it to us in the enclosed prepaid envelope within the next ten days.

All questionnaires will be treated with utmost confidentiality and no responses will be presented in a way which will identify any one individual. Your school system will be provided with the results of the study so as to share with you the findings which we expect to be valuable to all schools staffs.

If you prefer not to answer a question, cross it out and indicate your reason for not answering, but please complete all that you are willing to answer.

We thank you in advance for your time and cooperation.

CAREER EDUCATION QUESTIONNAIRE FOR SPECIALISTS

SCHOOL(S) WHERE YOU WORK: *(Name and/or number)* _____

_____

_____

LOCATION: *(Circle one)*

1 Atlanta
2 Hackensack
3 Jefferson County
4 Los Angeles
5 Mesa
6 Pontiac

DATE THIS QUESTIONNAIRE WAS COMPLETED: _____

YOUR NAME: *(Optional)* _____

OFFICE USE:

1 6

STANFORD RESEARCH INSTITUTE • MENLO PARK, CALIFORNIA 94025

I. Experience

1. Please indicate in which of the following areas you currently work:

7 1☐ Art
8 1☐ Business
9 1☐ Driver education
10 1☐ Foreign languages
11 1☐ Health education
12 1☐ Home economics
13 1☐ Industrial arts
14 1☐ Language arts/reading/English
15 1☐ Mathematics
16 1☐ Music
17 1☐ Physical education
18 1☐ Science
19 1☐ Social studies
20 1☐ Special education
21 1☐ Distributive education
22 1☐ Trades and industry
23 1☐ Vocational agriculture
24 1☐ Other *(please specify)* _____

_____

_____

_____

_____

2. Have you had experience in career education prior to this school year?

25 1☐ No
2☐ Yes

If "Yes," please indicate, by area, how much experience you have had prior to this school year.

	Area	None	Less than 1 mo	1 - 2 mos	3 - 6 mos	7 - 11 mos	One year or more
26	Curriculum development	0☐	1☐	2☐	3☐	4☐	5☐
27	Testing materials	0☐	1☐	2☐	3☐	4☐	5☐
28	Training	0☐	1☐	2☐	3☐	4☐	5☐
29	Using the materials	0☐	1☐	2☐	3☐	4☐	5☐

3. Have you had full-time job experience in any field other than education?

30 1☐ No
2☐ Yes — In what field(s)? _____
31,32

33,34 For about how many years? _____

II. Instructional Goals and Objectives of the Career Education Program in Your School System

4. How familiar are you with the career education program's instructional goals and objectives for the students in your school? *(Check one.)*

35 1☐ Very familiar
2☐ Quite familiar
3☐ Fairly familiar
4☐ Not very familiar
5☐ Not familiar at all *(Skip to question 9)*

5. How did you become familiar with these instructional goals and objectives? *(Check as many as apply.)*

36 1☐ Received a printed list of goals and objectives
37 1☐ Goals and objectives were presented and explained at a training session or meeting
38 1☐ Helped to review or critique program goals and objectives after they were created or selected
39 1☐ Helped to create or select goals and objectives
40 1☐ Other *(please specify)* _____

6. How have the career education goals and objectives been useful to you? *(Check as many as apply.)*

41 1☐ Not useful
42 1☐ In selecting Career Education instructional materials or experiences
43 1☐ In creating instructional materials
44 1☐ In understanding my role in career education
45 1☐ Other *(please specify)* _____

7. How well do the education instructional goals and objectives fit with the curriculum you teach? *(Check one.)*

46 1☐ Very well
2☐ Well
3☐ Poorly
4☐ Very poorly
5☐ No opinion

8. How important do you feel it is that your students accomplish the goals and objectives of career education programs? *(Check one.)*

47 1☐ Very important
2☐ Quite important
3☐ Fairly important
4☐ Not very important
5☐ Not important at all

9. Please rank the individuals or groups listed below as to importance in helping students to learn about the world of work. Put a "1" next to the most important, a "2" next to the second, etc.

48 ____ Parents
49 ____ Mass Media
50 ____ Me
51 ____ Friends
52 ____ Teachers
53 ____ Employers and workers
54 ____ Other students
55 ____ Other *(please specify)*

_____

III. Training for the Career Education Program in Your School System

10. Have you ever participated in any of the following career education training activities?

56 1☐ No *(Skip to Question 22)*
2☐ Yes

If "Yes," check in Column A any of the career education training activities you participated in before June 1974 and check in Column B any you have participated in since June 1974.

	A Before June 1974	B Since June 1974	Activities
57	1☐	2☐	Lectures
58	1☐	2☐	Workshops
59	1☐	2☐	Demonstrations
60	1☐	2☐	Self-instructional materials
61	1☐	2☐	Trips and visits
62	1☐	2☐	Formal group discussions
63	1☐	2☐	Course at a near-by institution
64	1☐	2☐	Other *(please specify)* _____

11. Please put a "1" next to the group which conducted most of the training, a "2" next to the second most, and a "3" next to the third most (if there were as many as 2 or 3).

65 ____ Career education project staff
66 ____ School district staff
67 ____ State education department staff
68 ____ Consultants from other school districts
69 ____ Consultants or faculty from higher education institutions
70 ____ Consultants from non-school organizations
71 ____ Employers
72 ____ Union leaders
73 ____ Other *(please specify)* _____

78, 79 ____

12. Which of the following were covered in any of the training sessions you attended? *(Check as many as apply.)*

Card 2
Repeat 1-4

5 1☐ Orientation to career education
6 1☐ Information about the world of work
7 1☐ Goals and objectives of career education in your school system
8 1☐ Community resources available in career education
9 1☐ Instructional materials available in career education
10 1☐ Curriculum development
11 1☐ Selection of instructional materials
12 1☐ Teaching methods
13 1☐ Career guidance activities
14 1☐ Job placement skills
15 1☐ Comprehensive Career Education Model (CCEM) materials
16 1☐ Understanding your role in career education
17 1☐ Understanding the role of other school staff in career education
18 1☐ Information about career education projects in other school systems
1☐ Other *(please specify)* _____

13. Since June 1974, on what basis did you participate in training? *(Check one.)*

19 1☐ Volunteered
2☐ Was encouraged to participate
3☐ Was required to participate
4☐ Did not participate since June 1974

14. When did most training activities take place? *(Check one.)*

20 1☐ Before school
2☐ During school
3☐ After school
4☐ Evenings
5☐ Weekends
6☐ Holidays
7☐ Summer

15. Including all formal meetings, in-service training, etc., about how many hours of training for the career education program have you received since June 1974?

21 1☐ Less than 5 hours
2☐ 5 to 9 hours
3☐ 10 to 14 hours
4☐ 15 to 19 hours
5☐ 20 or more hours

16. Do you think that this amount of training was:

22 1☐ Too little
2☐ About the right amount
3☐ Too much

17. Please indicate which of the following form(s) of compensation you received for participation in career education training? *(Check as many as apply.)*

23 1☐ No extra compensation
24 2☐ Paid per session
25 3☐ Paid per product created
26 4☐ Salary credit
27 5☐ College credit
28 6☐ Released time during regular school day

Please read each statement carefully and then check the box beside the phrase that best describes how you feel about the statement.

18. The career education training I received was appropriate to my activities.

29 1☐ Strongly agree
2☐ Agree
3☐ Disagree
4☐ Strongly disagree
5☐ No opinion

19. I would prefer to have more training in other programs than career education.

30 1☐ Strongly agree
2☐ Agree
3☐ Disagree
4☐ Strongly disagree
5☐ No opinion

20. Compared to other training I have had, the career education training I participated in since June 1974 was:

31 1☐ Much better
2☐ Better
3☐ About the same
4☐ Poorer
5☐ Much poorer
6☐ No opinion

21. What other groups have also received career education training at some time? *(Check as many as apply.)*

32 1☐ Central office administrators
33 1☐ Principals
34 1☐ Teachers
35 1☐ Department chairpersons
36 1☐ Librarians
37 1☐ Guidance counselors
38 1☐ Community representatives
39 1☐ Parents
40 1☐ Others *(please specify)*_____
41 1☐ Do not know of any other groups

IV. Instructional Materials for Career Education

22. Check in Column A those career education instructional materials that have been available to you so far this school year. In Column B check those that you have used so far this school year.

	A Available	B Used	Materials
42	1☐	2☐	List of goals and objectives
43	1☐	2☐	Curriculum guides
44	1☐	2☐	Comprehensive Career Education Model (CCEM) units or materials
45	1☐	2☐	Other career education units
46	1☐	2☐	Career education lessons
47	1☐	2☐	Audio-visual products
48	1☐	2☐	Bibliographies of career education materials
49	1☐	2☐	Career education reference materials such as the *Dictionary of Occupational Titles* or the *Occupational Outlook Handbook*
50	1☐	2☐	Catalogs of community speakers
51	1☐	2☐	Catalogs of community trips
52	1☐	2☐	Books, games, and student materials
53	1☐	2☐	Information about available jobs
54	1☐	2☐	General information about career education throughout your school system
55	1☐	2☐	Other *(please specify)*_____
56	3☐		Nothing was available *(Skip to question 26)*

23. Where are career education instructional materials available in your school system? *(Check as many as apply.)*

57 1☐ Available upon request from a central location within the school district
58 2☐ Available from a central location within each school building
59 3☐ Placed permanently in each classroom

24. About how many career education instructional units, books, audio-visual products or other items are available in your curriculum or program area at the grade level(s) with which you work? If more than one copy of an item is provided, count as one item.

60 1☐ Less than 10 items
2☐ 10 to 24 items
3☐ 25 to 49 items
4☐ 50 or more items
5☐ Uncertain

25. From the sources of career education materials listed below, put a "1" next to the source of most of your materials; "2" next to the second most, etc.

61 ____ Developed by you for your own use
62 ____ Developed by other staff within your school system
63 ____ Developed by non-commercial sources such as other projects, school systems, state education department, etc.
64 ____ Developed by staff in your school system and in other school systems (for example, Comprehensive Career Education Model [CCEM] materials)
65 ____ Commercially developed

V. Your Role in Career Education

26. Which of these statements describe your role in the career education program? *(Check as many as apply.)*

66 1☐ I am uncertain just what my role is
67 1☐ I make arrangements for career education speakers
68 1☐ I make arrangements for career education trips
69 1☐ I locate and obtain career education instructional materials
70 1☐ I assist those I supervise to include career education in my curriculum or program area
71 1☐ I carry out career guidance activities
72 1☐ I develop career education instructional materials
73 1☐ I review and select from existing career education materials
74 1☐ I supervise student work-study program activities
75 1☐ I place students in jobs
76 1☐ I train teachers in career education
77 1☐ Other *(please specify)* _____

_____

78 1☐ I have no role in the career education program. *(Skip to question 30.)*

27. Please rank the following aids as to importance in helping you understand your role in career education. Use "1" to indicate the most important; "2" to indicate the second most important, etc.

Card 3
Repeat 1-4

5 ____ Group sessions
6 ____ Individual meetings with career education project staff
7 ____ Your school principal
8 ____ Teachers
9 ____ Printed materials
10 ____ Other *(please specify)* _____

_____

11 1☐ No help available

28. To what extent have you been involved in planning the career education program in your school or school system? *(Check one.)*

12 1☐ No involvement
2☐ A little involvement
3☐ Some involvement
4☐ A lot of involvement

29. In an average week, approximately how much time do you spend in career education activities?

13 1☐ None
2☐ Less than 1 hour per week
3☐ 1 to 4 hours per week
4☐ 5 hours or more per week

30. Do you think the career education program is beneficial to:

14 1☐ Almost all the students in your curriculum or program area
2☐ Most of the students in your curriculum or program area
3☐ About half the students in your curriculum or program area
4☐ Very few of the students in your curriculum or program area
5☐ None of the students in your curriculum or program area

31. For which of the following groups is career education important? *(Check as many as apply.)*

15 1☐ Elementary Students
16 2☐ Middle or Junior high school students
17 3☐ High school students
18 4☐ College-bound students
19 5☐ Non-college-bound students
20 6☐ Handicapped students
21 7☐ Disadvantaged students
22 8☐ Dropouts

VI. Support Staff for Career Education

32. During this school year, which of the following have been available to you for career education assistance? For those checked, please indicate approximately the number of hours per month they assisted you. *(Check as many as apply.)*

	Support Staff		Number of Hours Per Month
23	1☐ Career education project staff member	24,25	____
26	1☐ Career education consultant from outside the school system	27,28	____
29	1☐ Specialist or coordinator other than career education from within the school system	30,31	____
32	1☐ Subject area coordinator	33,34	____
35	1☐ Curriculum specialist	36,37	____
38	1☐ Media specialist	39,40	____
41	1☐ Principal	42,43	____
44	1☐ Guidance counselor	45,46	____
47	1☐ Librarian	48,49	____
50	1☐ Teacher	51,52	____
53	1☐ Para-professional or assistant	54,55	____
56	1☐ Parent or community volunteer	57,58	____
59	1☐ Other *(please specify)*	60,61	____
	_____		____
62	1☐ None of the above have been available to me *(Skip to question 37)*		

33. In which of the following activities did support staff assist you? *(Check as many as apply.)*

Card 4
Repeat 1-4

56 1☐ Made arrangements for career education speakers

57 1☐ Made arrangements for career education trips

58 1☐ Located and obtained career education instructional materials

59 1☐ Located student work sites

60 1☐ Taught career education in the classroom

61 1☐ Supervised teaching of career education in the classroom

62 1☐ Assisted in teaching career education in the classroom

63 1☐ Helped teachers develop career education materials

64 1☐ Accompanied students on career education trips

65 1☐ Other (please specify)

_____

_____

_____

_____

34. The staff support I received for career education was:

66 1☐ Appropriate to my needs

2☐ Not appropriate to my needs

35. The staff support available was:

67 1☐ More than I needed

2☐ Just enough

3☐ Not as much as I needed

36. Staff support was:

68 1☐ Easy to obtain

2☐ Difficult to obtain

VII. Information about Career Education in the Community

37. Has any of the staff in your school system provided information for community groups during this school year?

69 1☐ No

2☐ Yes – Which of the following methods do they use? *(Check as many as apply.)*

70 1☐ Speak at meetings

71 1☐ Send newsletters

72 1☐ Invite visitors to school

73 1☐ Submit news items to newspapers, radio or television

74 1☐ Other *(please specify)*

_____

_____

_____

_____

38. During this school year, how effective has school staff been in obtaining parent and other community support for your career education activities? *(Check <u>one</u>.)*

75 1☐ Very effective

2☐ Somewhat effective

3☐ Somewhat ineffective

4☐ Very ineffective

5☐ No opinion

VIII. Career Education and Curriculum Change

39. Please check how you think each of the following people or groups would answer the question: "How important is career education for students in the school system?"

Card 5 Repeat 1-4		Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant	I Don't Know
5	Students	1☐	2☐	3☐	4☐	5☐
6	Teachers in your curriculum area	1☐	2☐	3☐	4☐	5☐
7	Other specialists	1☐	2☐	3☐	4☐	5☐
8	Your librarian(s)	1☐	2☐	3☐	4☐	5☐
9	Your guidance counselor(s)	1☐	2☐	3☐	4☐	5☐
10	Your principal(s)	1☐	2☐	3☐	4☐	5☐
11	District office administrators	1☐	2☐	3☐	4☐	5☐
12	School board	1☐	2☐	3☐	4☐	5☐
13	Parents of students	1☐	2☐	3☐	4☐	5☐
14	Employers in your community	1☐	2☐	3☐	4☐	5☐
15	Teachers' association or union in your school system	1☐	2☐	3☐	4☐	5☐
16	The community surrounding your school	1☐	2☐	3☐	4☐	5☐
17	The superintendent	1☐	2☐	3☐	4☐	5☐

40-52. Please read each statement carefully and check the box under the phrase that best describes how you feel about the statement.

		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
18	District administrators are usually willing to support curriculum change	1☐	2☐	3☐	4☐	5☐
19	My principal is usually willing to support curriculum change	1☐	2☐	3☐	4☐	5☐
20	Teachers in my building are usually willing to support curriculum change	1☐	2☐	3☐	4☐	5☐
21	Teachers in my school do not have the freedom to select or modify programs and materials for specific classroom needs	1☐	2☐	3☐	4☐	5☐
22	The community surrounding my school does not respond favorably to curriculum change	1☐	2☐	3☐	4☐	5☐
23	My school board is resistant to curriculum change	1☐	2☐	3☐	4☐	5☐
24	The superintendent usually supports curriculum change	1☐	2☐	3☐	4☐	5☐
25	The teachers union or association usually resists curriculum change	1☐	2☐	3☐	4☐	5☐
26	The career education program being carried out by the school district this year seems very satisfactory	1☐	2☐	3☐	4☐	5☐
27	The career education program should be continued next year	1☐	2☐	3☐	4☐	5☐
28	Career education seems suited only to a small portion of students	1☐	2☐	3☐	4☐	5☐
29	Career education is an important element in my curriculum or program area	1☐	2☐	3☐	4☐	5☐
30	Many other school programs are more important for the students than career education	1☐	2☐	3☐	4☐	5☐

53. Please rank the following as to which would have the greatest positive effect on improving the quality of education. Put a "1" by the one having the greatest effect, a "2" next to the second greatest effect, etc.

31 _____ Pre-service or Inservice teacher training
32 _____ Curriculum change
33 _____ Increased salaries
34 _____ Community interest and involvement
35 _____ Better discipline
36 _____ Better school management
37 _____ Students' home lives
38 _____ Other *(please specify)*_____

IX. Your Background and Training

54. Are you:

39 1☐ Male
2☐ Female

55. How old were you on your last birthday?

40 1☐ Under 25 years
2☐ 25 - 34 years
3☐ 35 - 44 years
4☐ 45 - 54 years
5☐ 55 - 64 years
6☐ 65 years or over

56. Are you:

41 1☐ Married
2☐ Widowed
3☐ Divorced
4☐ Separated
5☐ Single

57. Do you have any children?

42 1☐ No
2☐ Yes — How many are living at home?
_____ children

58. What is your ethnic group?

45 1☐ American Indian
2☐ Black
3☐ Oriental
4☐ Spanish Surname
5☐ White
6☐ Other *(please specify)* _____

59. What is your highest diploma or degree?

46 1☐ Bachelor's degree
2☐ Master's degree
3☐ Doctorate degree
4☐ Other *(please specify)*_____

60. Please list your college major(s):

47 Undergraduate _____
48 Graduate _____

61. At what school grade level(s) do you work?

49 1☐ Kindergarten
50 1☐ First
51 1☐ Second
52 1☐ Third
53 1☐ Fourth
54 1☐ Fifth
55 1☐ Sixth
56 1☐ Seventh
57 1☐ Eighth
58 1☐ Ninth
59 1☐ Tenth
60 1☐ Eleventh
61 1☐ Twelfth

62. Including this year, how many years have you been working in this school system?

62,63 _____ Years

63. Including this year, how many total years working in the field of education have you had?

64,65 _____ Years

Thank you for participating in the study.

Please return this form in the envelope provided.